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ABSTRACT

The Language Proficiency Assessment Committees (LPACs) authorized by Congress were given the responsibility of assessing limited-English-speaking students within a school district and making placement recommendations regarding these students to the local school board. This manual governs a workshop for the training of members of an LPAC; it may also be used to orient and inform other interested educators. It is expected that, upon completion of the workshop, participants will be able to work as a committee and will have developed a plan of implementation to be presented to the decision makers of their school district. Furthermore, they should be able to orient and inform all personnel involved in bilingual education, and should be able to serve as workshop facilitators to train other committees. (JB)

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TRAINING MANUAL

LANGUAGE PROFICIENCY ASSESSMENT COMMITTEES

Intercultural Development
Research Association

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Training Manual for Language Proficiency

Assessment Committees

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IMPAIRING SUCCESS

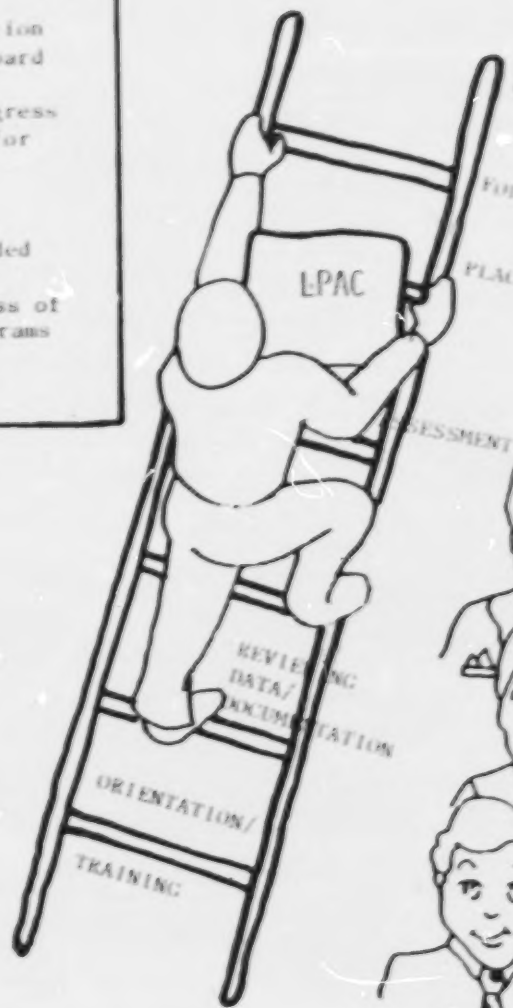
LACK OF

Role of Committee

Reviews data/documentation
Reports to Governing Board
Recommends Placement
Monitors student's progress
Makes recommendations for
- Exit
- Continuation
- Reentry
- Assignment to extended language programs

Determines effectiveness of extended language programs

ENHANCING SUCCESS



COMPLETION OF TASKS

FOLLOW-UP

PLACEMENT

ESSMENT

REVIEWING DATA/ DOCUMENTATION

INTRODUCTION

PURPOSE AND GOAL

The purpose of this manual is to assist in the training of LPAC members and to orient and inform other persons involved in the implementation of bilingual education and special language programs. It proposes to provide opportunities for LPAC members to become cognizant of their roles and responsibilities and to be able to function in full compliance with the state mandates of S.B. 477.

The amount of training may vary depending on the needs of the participants. It is suggested that a three-session or shorter workshop before school begins be provided to orient and train the members of the LPAC. However there are other alternatives. Training can take place:

- before preservice sessions, with stipends;
- during the regular pre-service sessions; and/or
- during the first or second week after school begins, providing release time.

These workshops should be task oriented, using the learning center concept, demonstrations, role-playing, question/answers, transparencies, charts, and actual forms (documents) used in the process. They should be formulated by objectives and evaluated by the performance of the participants.

The goal of the training is for the LPAC members to develop a plan of implementation which, when presented to districts decision makers, may be acceptable and implemented. After the training sessions, when the members return to their individual campuses, they should be ready to start

working and serve as facilitators to orient and inform all personnel involved in bilingual education and special English language programs. After functioning as committee members, they may feel the need for more training and decide to have continued training/discussion sessions at regular intervals. During these sessions, problems encountered in the performance of their tasks may be brought up for discussion and possible solution.

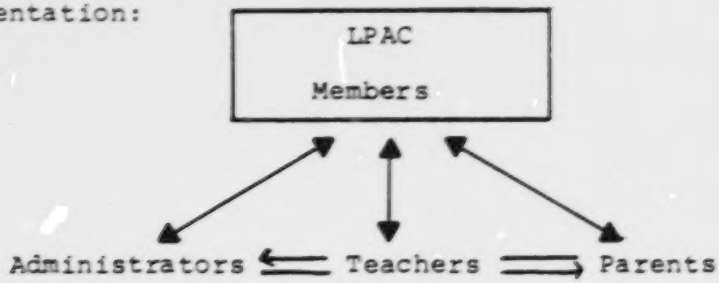
HANDOUTS

A packet of handouts for the initial workshop should be provided and include the following:

- A needs assessment to determine training needs
- A brief summary of S.B. 477
- A definition of tasks
- A flowchart representing scope and sequence of procedures
- Assessment instruments, forms, checklists
- Entry criteria
- Classification of LEP students
- Placement procedures
- Follow-up procedures
- Exit procedures
- Reentry procedures
- Parent participation
- Role of parents
- Rights of parents to appeal
- An evaluation form on training effectiveness

TRAINING

The same training manual, with modifications, can be used to orient and inform nonmembers of the LPAC, such as other administrators, the general teaching staff, and parents. Three separate workshops may be required, one for each group or a combination of members from each group. Once the LPAC members are trained they can serve as workshop facilitators and will be able to receive feedback from the participants. This two-way communication is extremely beneficial. The process is indicated by the following representation:



An organization involved in the areas of educational research and development, training, and information dissemination, such as Intercultural Development Research Association (IDRA), could undertake the task of training LPAC representatives from various school districts. This cadre of trained persons in turn could train other committee members. If a school district has a great number of Language Proficiency Assessment Committees, it may be advisable to cluster the training by geographical areas. The clustering technique for training could be used throughout the state.

SUGGESTED TRAINING STRATEGIES

GENERAL CONSIDERATIONS

When planning the training sessions, school districts must consider the allotment of time and the available resources necessary to meet the needs of the participants. These strategies are meant to be flexible. School districts may wish to use all or some of the suggestions offered here.

The suggested format for the training session includes statements of:

- Overall goal
- Materials to be used
- Objectives for each topic (learning center)
- Procedures to be followed
- Activities for each topic (learning center)
- Evaluation

Experience has shown that small group training is ideal. However, it may not be feasible for some school districts to utilize the learning center concept recommended here. The important consideration is to have effective training take place for LPAC members. In carrying out this concept it is suggested that the workshop be organized into learning centers, each center dealing with a specific topic(s). The participants are separated into manageable groups and at regular intervals and on schedule rotate to participate in the various centers.

WORKSHOP FOR TRAINING LPAC MEMBERS

Goal: Upon completion of the workshop, the participants will have developed a plan of implementation to be presented to the decision makers for use throughout the school district.

Expectations:

- Upon returning to their individual campuses, the participants should be able to start working as a committee.
- They should be able to orient and inform all personnel involved in the implementation of bilingual education and special language programs.
- They should be able to serve as workshop facilitators to train other committees.

Time allotment*:

General session - 30 minutes

Each learning center session - 40 minutes

*May be more or less according to needs.

Evaluation: At the end of each learning center session, an evaluation, preferably oral, should take place.

SESSION 1

SESSION 1

Topics for Learning Centers:

. Status of Bilingual Education in Texas

. Establishment of Language Proficiency Assessment Committees

. Terminology

Suggested Schedule:

8:30 - 9:00	General Session Welcome Needs Assessment Instructions
9:05 - 9:45	Group I- Status of Bilingual Education in Texas Group II- Establishment of LPAC Group III- Terminology
9:50 - 10:30	Group I- Establishment of LPAC Group II- Terminology Group III- Status of Bilingual Education in Texas
10:35 - 10:50	Coffee Break
10:55 - 11:35	Group I- Terminology Group II- Status of Bilingual Education in Texas Group III- Establishment of LPAC

Materials to be used:

. Needs Assessment Survey Form

. Brief summary of S.B. 477

. Section 21.462: Establishment of LPAC

. Glossary

. Transparencies

. Evaluation forms

Procedures:

. Organize and label learning centers (before session starts)

. Assign participants to groups

. Distribute schedules

. Suggest facilitators have

. Warm-up introductory exercise

. Objectives

. Activities

. Evaluation

Evaluation: For each learning center, evaluation strategies are suggested.

Learning Center: Status of Bilingual Education in Texas

Objective:

After participating in the discussion of S.B. 477, the participants will state and/or list three requirements mandated by law.

Activities:

. Viewing transparencies to become familiar with the status of bilingual education

. Discussion of S.B. 477 with participant involvement

.. Relate how this information will affect the implementation of the law at each campus

.. State what problems are anticipated in the implementation of S.B. 477/H.B. 886

. Questions/answers

. Review of content and objectives

Evaluation:

After a discussion of S.B. 477/H.B. 886, the participants will state and/or list three requirements mandated by S.B. 477/H.B. 886 or contribute to the listing of the requirements by the group. (The list may be placed on the chalkboard or a chart.)

Learning Center: The Establishment of the Language Proficiency Assessment Committees

Objectives:

After participating in the activities developed for Learning Center, The Establishment of the Language Proficiency Assessment Committees, the participants will state the purpose of the committee.

After role-playing being a member of the committee, the participants will state problems which may be encountered in the implementation of this section of the law.

Activities:

- Viewing transparencies dealing with Section 21.462 of S.B. 477/H.B. 886
- Discussion of LPAC with participant involvement
  - Purpose
  - Composition of LPAC
  - Relate how Section 21.462 of S.B. 477 affects the implementation at each campus
  - State what problems are anticipated in the implementation of this section
  - Division of tasks
    - A designated number of student records to be reviewed by each member
    - Assignments of specific forms to be reviewed
- Role-play being a member of the committee
- Questions/answers
- Review content and objectives

Evaluation:

After participating in the activities provided for this learning center, the participants will respond "yes" or "no" to statements made by the facilitator on the purpose of LPAC (see "Suggested Statements" in Training Packet).

Learning Center: Terminology

Objective:

After particpating in the activities of Learning Center, Terminology, the participant will define at least five important terms found in the glossary.

Activities:

. Taking the TNT, Terminology Non-Threatening Task

. Compiling other terms whose definitions are likely to be misinterpreted

. Discussion

.. Relate how the definition of terms can affect the implementation of the law

.. State that the interpretation of terms may differ and official interpretation may be requested from TEA

. Questions/answers

. Review of content and objectives

Evaluation:

After participating in the activities of this learning center, the participants will define in their own words five terms selected by the facilitator.

SESSION 2

Session 2

Topics for the Learning Centers:

- Definition and implementation of LPAC tasks and criteria for entry, reentry, and exit
- Language Assessment Instruments, standardized tests and other required forms (documentation)
- Strategies and procedures for classification, categorization, placement and follow-up

Materials:

- Samples of language proficiency instruments, standardized tests and other required forms
- Taped recording of a student responding to a language proficiency test
- Transparencies: matrix, list of tasks, flowchart, checklist, and a chart showing instructional programs for each category and listing names of children under each category
- Handouts (forms, documents)

Procedures:

- After the participants have their schedules of rotation, the facilitator at each learning center will further divide the participants into smaller groups.
- Assign tasks to smaller groups.
- Assign or ask for a volunteer as recording secretary.
- Have the recording secretary report the results to the whole group.

Learning Center: LPAC Tasks

Objectives:

After participating in the activities of the center, the participants will:

- select from a given list of tasks those pertaining to LPAC,
- compare entry and exit criteria, and
- develop and present alternatives for the implementation of LPAC tasks.

Activities:

- Viewing transparencies listing LPAC tasks, criteria for entry and exit.
- Discussion:
  - .. Dividing the tasks
  - .. Planning alternatives for implementation of tasks
  - .. Anticipating problems in the carrying out of tasks
- Questions/answers
- Review of content and objectives

Evaluation:

At the end of the session the participants will:

- Present two or three alternative items for the assignment of tasks
- State three requirements for entry and three requirements for exit.

Learning Center: Assessment Instruments, Forms (Documentation) Required

Objectives:

- After reviewing samples of test scores, the participants will determine the language proficiency levels by referring to the test manual for interpretation of test scores.
- After reviewing samples of standardized achievement tests, the participants will state how this information is pertinent to the identification of LEP students.

. After reviewing the forms (documents) the participants will identify at least four of them.

Activities:

. Reviewing forms, assessment instruments and tests

. Listening to a taped recording of the responses of a student on a language proficiency test

. Becoming familiar with standardized achievement tests

. Determining which forms are required for the student folder

. Discussion:

.. Purpose and appropriateness of the various forms

.. Importance of proper recording and filing of documentation

.. Appropriateness of test instruments (use of discretion in the interpretation of test scores)

. Questions/answers

. Review of content and objectives

Evaluation:

. After becoming familiar with the language proficiency test chosen by the district, the participants will state how to determine the proficiency levels in both English and the primary language.

. At the end of the session the participants will state how the scores on standardized achievement tests are used to determine entry and exit requirements.

. At the end of the session, the participants will select the forms which are to be filed in the student folder.

Learning Center: Strategies and Procedures

Objectives:

. After participating in the activities of the center, the participants will:

.. convert the language proficiency test scores in English and the primary language into proficiency levels ;

.. determine the category of at least three students, based on the records available, by using the matrix;

.. recommend placement in program based on the assignment of category and grade level; and

.. state procedures for follow-up and monitoring.

Activities:

. Viewing transparencies - showing language proficiency test scores and conversion to proficiency levels, matrix, flow-chart (scope and sequence of procedures), chart suggesting categories and appropriate instructional program for each category

. Role-playing a LPAC meeting, going over procedures for entry into the bilingual education or English language programs

. Considering the records of three students to categorize them and recommend assignment to an instructional program appropriate to each student

. Discussion:

.. Open communication with teachers to relate needs of LEP students

.. Case studies of LEP students for categorization, placement, follow-up, exit

.. Importance of keeping accurate records

.. Anticipation of problems related to the identification, categorization and monitoring of student progress

.. The feasibility of setting up continuous monitoring

.. Use of checklist: Completion of Tasks

. Question/answers

. Review content and objectives

Evaluation:

At the end of the session the participant will:

. Fill in the blanks in a given scope and sequence chart;

. determine, using the matrix, the category for each of three students when given their proficiency levels in both English and the primary language; and

. recommend appropriate instructional programs for each of three students after studying their student folders.

SESSION 3

Topics for Learning Centers

. Parent Participation

.. role of parents

as parents of LEP students
as a member of LPAC

.. rights of parent to appeal

for noncompliance
for disagreement with student's placement

. Planning Session

. Reporting and Evaluation

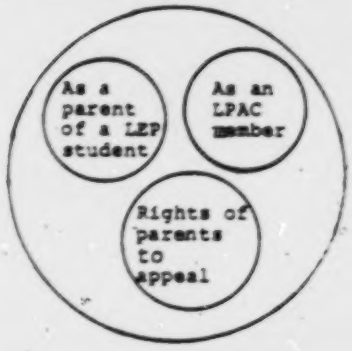
Procedures:

. Divide participants into two groups.

. Assign schedule of rotation.

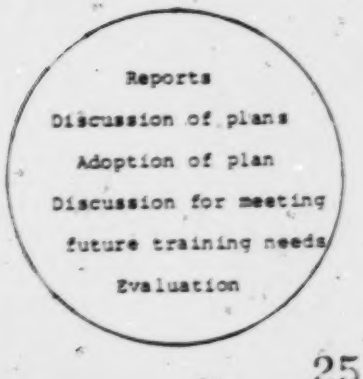
. Plan learning centers as follows:

Parent Participation



Planning Session

Reporting and Evaluation



Materials:

- Transparencies to show role and rights of parents
- Brief summary of S.B. 477
- Checklist: Completion of Tasks
- Evaluation forms

Learning Center: Parent Participation

Objectives:

- After viewing a transparency and discussing S.B. 477 as it pertains to parents, the participants will state how parents are involved in the process
  - .. as a parent/guardian of a LEP student
  - .. as a member of LPAC.
- After role-playing that a school district is not in compliance with S.B. 477 the participants will state the rights of parents to appeal and to whom to appeal.
- After role-playing that a parent disagrees with placement of a student, the participants will state the right of parents to appeal to the local governing board.

Procedures:

Divide participants into three groups to work on:

- role of parent as a parent/guardian of a LEP student;
- role of parent as an LPAC member; and
- rights of parents to appeal.

Activities:

- Viewing transparencies dealing with topics
- Reading and discussing brief summary of S.B. 477
- Role-playing a conference with parent of LEP student (see suggested scenarios in Training Packet).

. Role-playing appeal procedures to State Commissioner of Education in case of noncompliance and to local Governing Board in case of disagreement with placement of student

. Discussion

. Questions/answers

. Review of content and objectives

Evaluation:

At the end of the session, the participants will:

. state the role of parents as parents/guardians of LEP students and as members of LPAC,

. state under what conditions parents have the right to appeal, and

. demonstrate how to confer with parents.

Learning Center: Planning Session

Objectives:

. After discussing the division of tasks, the participants will formulate a plan for organization and implementation of tasks.

. After reviewing the Checklist: Completion of Tasks, the participants will formulate and write at least three questions needing clarification.

Procedures:

Divide participants into three groups to work on:

. suggested implementation plans,

. alternative plans for division of tasks,

. scheduling of task, and

. use of checklist: Completion of Tasks, to check needs for further training.

Activities:

- Discussing/answering questions to develop a LPAC implementation plan *
- Discussing/formulating division and schedule of tasks
- Discussing time intervals for monitoring LEP students, during and at the end of the year
- Reviewing Checklist: Completion of Tasks and formulating questions needing clarification
- Reviewing of content and objectives

Evaluation:

At the end of the session, the participants will:

- describe the plan for the division of tasks;
- present a schedule indicating time lines for the implementation of tasks; and
- check list of tasks and indicate those which need further clarification and/or training.

Learning Center: Reporting and Evaluation

Objectives:

- The recording secretaries will report plan for implementation.
- The participants will discuss advantages and disadvantages of plans.
- The participants will ask questions of facilitators.
- The participants will reach a consensus on a plan to be presented to the district's decision makers for possible adoption.
- The participants will complete an evaluation form to indicate efficacy of training and needs for future training.

*Questions to guide participants in developing an implementation plan are suggested in the Training Packet.

Procedures:

- Have all workshop facilitators and participants come together in one large meeting room.
- Appoint a facilitator to conduct the meeting.
- Ask recording secretaries to report implementation plans.
- Have workshop facilitators ready to answer questions.
- Agree on method of polling participants.
- Review the list of handouts to make sure each participant has the required materials to initiate the tasks of the committee.
- Have facilitators distribute evaluation forms.
- Disseminate report of workshop proceedings to every participant before he/she initiates the tasks of LPAC.

Activities:

- Reporting plans
- Discussing advantages and disadvantages of plans
- Asking and answering questions
- Polling participants on adoption of plan, by show of hands
- Reviewing adopted procedures
- Evaluation of workshop

Evaluation:

Use evaluation forms (in the Training Packet) to determine if objectives of this session and the entire workshop were met.